

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: North Central High School District: Kershaw County

Principal: Worth Thomasson

Superintendent: Frank Morgan

SCHOOL DEMOGRAPHICS

SCHOOL PROFILE

North Central High School is composed of 557 students with 53% being female and 47% being male. The ethnic make up of the school is 38.5% African American, 58.5% Caucasian, and 3% Hispanic. Over half of the student body (55%) receives free/reduced lunch. The poverty index for North Central High School has risen dramatically over the past four years from 56.4% to 79% (see figure 1). The Special Education Program comprises of 10% of the total student population. Of this group 21 % are African American males, 10% are African American females, 50% are Caucasian males, and 19% are Caucasian females. Student attendance and student dropout rate improved in the 2007 school year. We need to increase participation in advanced courses and technology courses. A continuing problem is the high retention rate during the 2006-2007 school year; 15.8% of students were retained. The teaching staff at North Central High School is composed of 32 teachers with 62.5 % having advanced degrees. Teacher attendance improved in 2007. Although teaching retention improved in 2007, it is still a concern. The teacher-student ratio in core courses improved during the 2006-2007 school year to an average of 27 to 1. Another area of concern is the attendance of parents at conferences. The administrative instability is a concern. There have been four principals at North Central High School in the past six years. The current principal was not appointed until July 1, 2007.

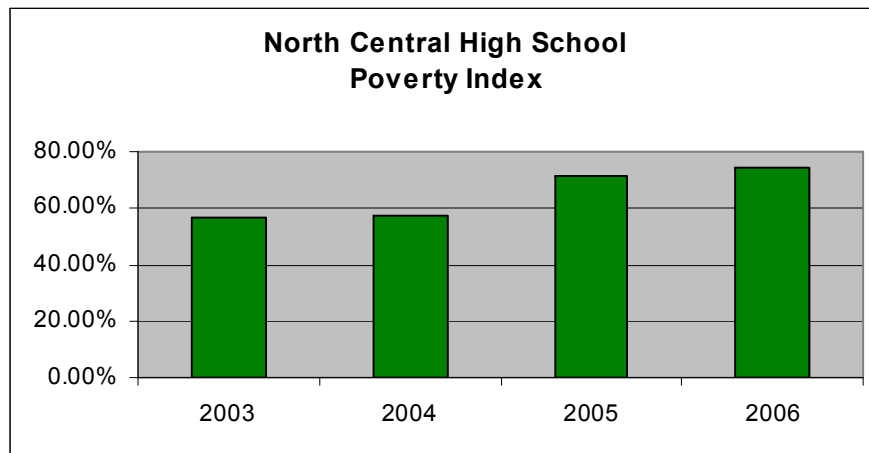


Figure 1

POPULATION DIVERSITY (PERFORMANCE BY GROUPS)

Eighty-nine point six percent of females passed the HSAP, while 77.3 % of males passed the exam. Females out performed males on graduation rate with 71.6 % graduating on-time as compared to 59.4 % of males. Males, however, slightly out performed females on EOC exams with 58% passing as compared to 54% of females passing. There was little difference in performance among ethnic groups on HSAP with 85.7% of black students passing and 80.8% of Caucasian students passing. A significant difference among ethnic groups existed in performance on EOC tests and graduation rate. There was a 59% passage rate for Caucasian students on the EOC tests as compared to a 48% passage rate for black students. Students receiving free/reduced

lunch performed well on HSAP with 80 % passage rate. However, on the EOC tests the passage rate for this group was only 53%. Sixty-six percent of students receiving free and reduced lunch graduated on-time (four years). The Special Needs population has a passage rate of only 44% on HSAP, and 27% on EOC tests. In addition, their on-time graduation rate was only 41%.

FREE AND REDUCED LUNCH

Over half of the student body at North Central High School (55%) participates in the free/reduced lunch program. The ethnic breakdown of those receiving free/reduced lunch is 49% Caucasian, 45% Black, and 4% Hispanic. Of this subgroup 80.2% passed the HSAP exam. However, only 53% of the free and reduced lunch population passed the EOC exams. The graduation rate for this subgroup was 65.9%.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

SUMMARY OF PROCESS

Since the arrival of the new principal there has been ongoing planning for school improvement. This has helped with the FSRP process. First, the school leadership team met in the summer of 2007 to review school report card data. The school data was shared with the faculty upon return to school in August. Using this data, the faculty met to calculate the projected report card index score. With the information gained from computing the report card index score, the faculty began collaborating with the school leadership team monthly to generate ideas that will improve student achievement at North Central High School. Also, the School Improvement Council and community members met monthly to review school data and to plan for future improvement in student achievement. At the end of the first semester, the principal met with all teachers individually to clarify the ideas and projected needs for the school. The ideas from individual teacher meetings and from the monthly collaborative meetings were communicated to the ERT team during the first visit to the school on February 5, 2008. The school leadership team (SLT) met with the ERT team for four consecutive days to plan the FSRP. Also, the ERT team met with the entire faculty on February 7, 2008 to go over root causes of low student achievement. The FSRP concentrates on two core areas of improvement, HSAP passage rate and graduation rate. Proposed strategies will guide the implementation and result in substantial gains in these two areas of student achievement.

GOALS TO MEET EXPECTED PROGRESS (RATIONALE)

The two core areas that count the most toward the school report card index score are HSAP longitudinal passage rate (30%) and graduation rate (30%). Minimal points were awarded in both of these areas. The goals of the FSRP address these weaknesses in order to maximize opportunity to make significant gains by April 1, 2009.

Goal One

The first goal is to increase first-time HSAP passage rate by 10 percentage points. The 2007 score in this area was 73.5% (See figure 2). This score equated to 5 points, which is the maximum provided on the scale. However, increasing first-time HSAP passage rate to 83.5% will decrease the number of students who do not pass the HSAP exam by the end of the 12th grade. Therefore, this goal and its associated strategies will lead to an increase in longitudinal HSAP passage rate.

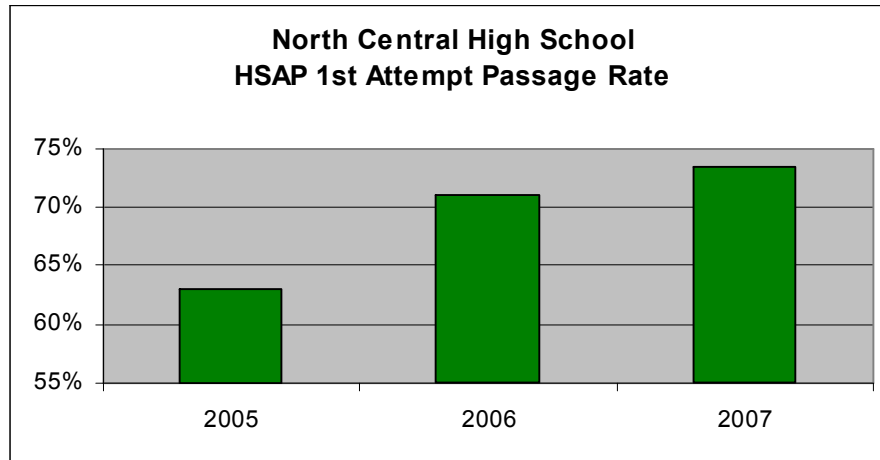


Figure 2

The strategies chosen for goal one are designed to maximize the opportunity for students slated to take the HSAP exam in the second year of high school to have completed or be in the process of completing two full semesters of English and math. The analysis of data resulted in the conclusion that retention rate is extremely high in the 9th grade (30.2%). Based on historical PACT data, many of these students who are failing English and/or math entered high school below basic in English and/or math. The low performance of the Special Needs population on the HSAP exam is also a reflection of their low performance in English and/or math. By employing extra staff to remediate these deficiencies, more students will pass English and math courses before attempting the HSAP exam. In addition, this intervention would also address the needs of the only student subgroup, Special Needs, not currently meeting AYP. Addressing the essential skills of English and math in the 9th grade with the below basic students will also increase performance in Physical Science EOC scores. Students who fail these courses will be given an opportunity to recover Carnegie units and gain the knowledge needed to master the English and math content in an intense credit recovery program. Lastly, the implementation of an incentive program to reward students who meet such expectations will increase the first-time passage rate.

Goal Two

The second goal is to increase HSAP longitudinal passage rate by at least 8% percentage points. The 2007 score in this area was 83.5% (see figure 3), yielding only 1 point toward the index score. Raising the HSAP longitudinal score to 91.5% will result in earning 3 points toward the index score and significantly increase the report card rating.

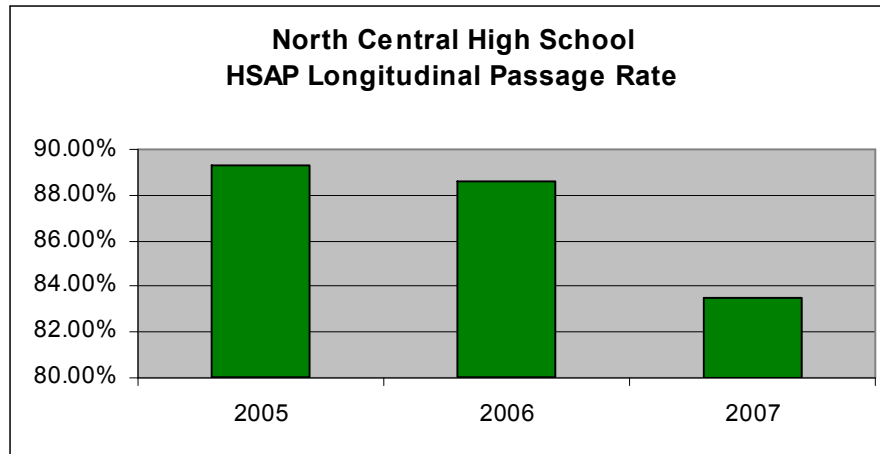


Figure 3

The strategies for the second goal are similar to the first goal. By increasing student passage rate on the first attempt, the longitudinal passage rate will naturally increase over time. The second strategy addresses students who do not pass HSAP exam on the initial attempt by providing a preparatory HSAP class. The HSAP preparatory class will provide students with the skills and content knowledge needed to pass the HSAP before graduation. The low performance of the Special Needs population on the HSAP exam is a reflection of their low performance in English and math. By taking the HSAP preparatory class, Special Needs students will have extended opportunities for remediation. The credit recovery program is a very important part of this goal since one of the factors affecting the low HSAP longitudinal score is the high retention rate of students. Many of the retained students have failed the HSAP at least once. Therefore, a significant number of students are dropping out of school before passing the HSAP exam. By giving students this extra opportunity to gain needed credits, fewer students will be retained, and more students will pass the HSAP exam and graduate.

Goal Three

The third goal is to increase the graduation rate from 61.9% to at least 71.9%. The 2007 graduation rate of 61.9% earned only 2 points toward the index score (see figure 4). By increasing the graduation rate to 71.9%, 3 points toward the index score will be gained and substantially increase the report card rating. A major factor contributing to the low graduation rate is the high retention rate in the 9th and 10th grades. Longitudinal data indicates that students entering high school at the below basic performance level in English and/or math do not progress toward graduation and eventually drop out due to a lack of interventions.

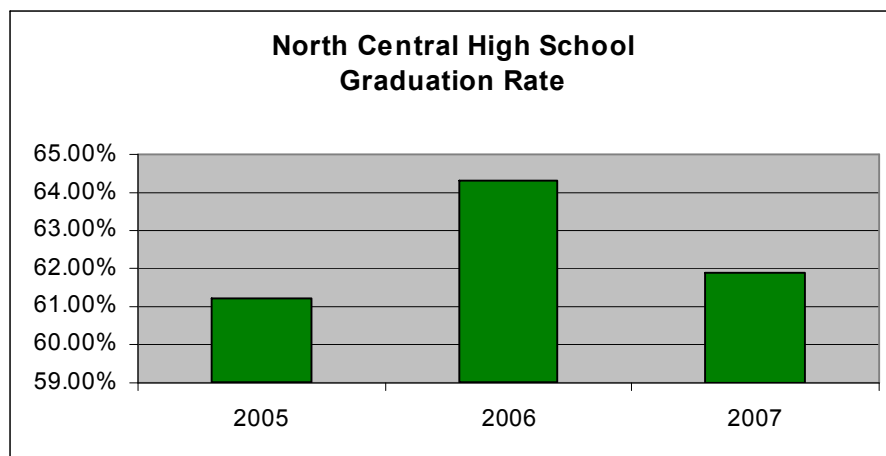


Figure 4

The strategies for the third goal are based on data that shows retaining students in the 9th and 10th grades has a negative effect on the graduation rates of these students. First, by offering more electives designed around South Carolina Career Clusters that address the interests of individual students, i.e. Law, Public Safety and Security, more students will choose to remain in school and graduate. By establishing summer school opportunities to gain initial and recovery credits, students have more opportunities to gain needed Carnegie units. The remediation classes in the 9th grade, the credit recovery program, and summer school will result in a drop in the retention rate thus increasing the graduation rate dramatically. The low graduation rate of the Special Needs population would also be addressed with these strategies by giving this subgroup extended learning opportunities.

The fourth goal is to increase EOC passage rate on all tests by at least 10 percentage points by April 1, 2009. The 2007 EOC passage rate on all tests was 56.1%. The passage rates for individual subjects are English I-53%, Algebra I/Math for the Technologies II-92%, and Physical Science-30.6%. To improve our longitudinal passage rate we have chosen strategies that will focus on increasing all EOC scores. However, we believe we will see the biggest gains from our EOC scores in Physical Science due to the compounding effect of low English and math skills of below basic students entering the 9th grade.

The first strategy to improve our EOC passage rate on all tests is to place students entering the 9th grade below basic in English or math in math and/or English remediation classes during their freshman year, and to place these same students in physical science classes in their 10th grade year. By doubling these students up in English content and math content we will increase our passage rate on the EOC English and EOC math exams dramatically. Also, by allowing more time for students to gain English and math skills they will be better prepared for the Physical Science EOC test. Lastly, the implementation of an incentive program to reward students who meet such expectations will increase our EOC passage rate on all tests.

By achieving the goals and strategies listed above North Central High School will increase its absolute index score from 2.5 to 3.4. This will allow the school to meet Expected Progress in addition to raising its Absolute rating to Average and its Improvement rating to Excellent on the 2009 Report Card.

School Timeline

JULY 2008

- SUMMER SCHOOL
- SUMMER LEADERSHIP PROFESSIONAL DEVELOPMENT
- SCHEDULING OF BELOW BASIC STUDENTS IN REMEDIATION CLASSES
- SCHEDULING OF STUDENTS IN HSAP PREPERATORY CLASSES
- SCHEDULING OF STUDENTS IN COURSE RECOVERY
- CREATION OF INCENTIVE PROGRAM

AUGUST 2008

- NWEA MAP TRAINING
- MAP TESTING FOR ALL 9TH AND 10TH GRADE STUDENTS
- MAP TESTING FOR ALL STUDENTS HAVING NOT PASSED HSAP
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT

SEPTEMBER 2008

- REVIEW PROGRESS OF FSRP
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK

OCTOBER 2008

- REVIEW PROGRESS OF FSRP
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- QUARTERLY DISTRICT INSTRUCTIONAL STAFF MEETING
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK

NOVEMBER 2008

- REVIEW PROGRESS OF FSRP
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK

DECEMBER 2008

- REVIEW PROGRESS OF FSRP-END OF SEMESTER COURSE SUMMARIES
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- QUARTERLY DISTRICT INSTRUCTIONAL STAFF MEETING
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK

JANUARY 2009

- SCHEDULING OF CREDIT RECOVERY FOR FIRST SEMESTER FAILURES
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK

FEBRUARY 2009

- REVIEW PROGRESS OF FSRP
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- QUARTERLY DISTRICT INSTRUCTIONAL STAFF MEETING
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK

MARCH 2009

- REVIEW PROGRESS OF FSRP AND PLAN FOR NEW FSRP
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK
- ALL GOALS, STRATEGIES, AND INDICATORS WILL BE DOCUMENTED AND COMPLETED

APRIL 2009

- REVIEW PROGRESS OF FSRP AND PLAN FOR NEW FSRP
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK

MAY 2009

- REVIEW PROGRESS OF FSRP
- BI-WEEKLY CHECKING OF LESSON PLANS
- MONTHLY LOG OF PROFESSIONAL DEVELOPMENT
- DISTRICT OFFICE OBSERVATIONS AND FEEDBACK

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: NCHS will increase the first-time HSAP passage rate by 10 percentage points in 2009 by increasing student MAP scores to the equivalency level of passing HSAP by April 1, 2009. (MATH MAP RIT scores to 223, and increasing Language Usage and Reading RIT scores to 210)

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Students classified as Below Basic in Math and ELA in the 8th grade will be placed in an ELA and/or Math remediation class during their freshman year.	Principal/Worth Thomasson Asst. Principal/Mike Garity	Sept 3, 2008	A listing of student MAP scores before and after participation in remediation classes. A list of MAP scores will be generated from Fall 2008 testing and Spring 2009 testing. Teachers will use the data from the Fall 2008 testing to plan and implement instructional practices that are Standards based. The data from Fall 2008 testing will be used to compare the data from Spring 2009 testing to determine academic growth of the students. Standards based lesson plans reflecting continuity and appropriate assessments for English I and Math Tech 1 courses will be checked weekly by the principal and/or assistant principal (Worth Thomasson & Mike Garity).
Students who do not obtain a Carnegie unit for a particular subject after meeting the state attendance requirement will be required to participate in a rigorous course recovery program to gain a Carnegie unit needed for graduation.	Instructional Technology Specialist/Andy Johnson	Aug 11, 2008	The credit recovery is an all day computer-based academic program with a full time certified instructor who monitors academic progress of the students. A detailed summary of course standards mastered in the course credit recovery program supplied for all students. A percentage of students gaining a Carnegie unit during the Fall of 2008 will be given by April 1, 2009. The projected percentage of students to gain a Carnegie unit during the spring of 2009 supplied by April 1, 2009. Print out of students gaining a Carnegie unit supplied by April 1, 2009. Instructional Technology Specialist, Andy Johnson is responsible for monitoring and providing the

			documentation for this strategy and program.
An incentive program will be implemented to reward those students showing academic achievement.	Media Specialist/Kim Blackmon	Aug 11, 2008	A description of the incentive program will be described in a formal brochure. Incentives will be given to students for academic achievement at least nine times by April 1, 2009. A log of all incentives given to students will be recorded. This documentation will be provided by the Media Specialist, Kim Blackmon, by April 1, 2009.
FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation Student Achievement Focused Goal			
Focused Goal 2: NCHS will increase our HSAP longitudinal passage rate by 8 percentage points in 2008 by increasing their MAP RIT scores to 223 in Math and increasing Language Usage and Reading RIT scores to 210 by April 1, 2009. <i>(The desired result is student achievement. The goals must be academic goals related to the school report card.)</i>			
Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Students classified as Below Basic in Math and ELA in the 8 th grade will be placed in an ELA and/or Math remediation class during their freshman year.	Principal/Worth Thomasson Asst. Principal/Mike Garity	Aug 11, 2008	A listing of student MAP scores before and after participation in remediation classes. A list of MAP scores will be generated from Fall 2008 testing and Spring 2009 testing. Teachers will use the data from the Fall 2008 testing to plan and implement instructional practices that are Standards based. The data from Fall 2008 testing will be used to compare the data from Spring 2009 testing to determine academic growth of the students. Standards based lesson plans reflecting continuity and appropriate assessments for English I and Math Tech 1 courses will be checked weekly by the principal and/or assistant principal (Worth Thomasson & Mike Garity).
Students who have not passed the HSAP exam on their first attempt will successfully complete an HSAP preparatory class.	Guidance/Barbara Boyce	Sept 2, 2008	Students in HSAP preparatory classes will be monitored through interim reports and report cards. Students not showing progress will receive academic counseling. The percentage of students completing HSAP Math Prep and/or HSAP ELA Prep classes will

			be recorded by the Guidance Department (Barbara Boyce) by April 1, 2009.
Students who do not obtain a Carnegie unit for a particular subject after meeting the state attendance requirement will be required to participate in a rigorous course recovery program to gain a Carnegie unit needed for graduation.	Instructional Technology Specialist/Andy Johnson	Aug 11, 2008	The credit recovery is an all day computer-based academic program with a full time certified instructor who monitors academic progress of the students. A detailed summary of course standards mastered in the course credit recovery program supplied for all students. A percentage of students gaining a Carnegie unit during the Fall of 2008 will be given by April 1, 2009. The projected percentage of students to gain a Carnegie unit during the spring of 2009 supplied by April 1, 2009. Print out of students gaining a Carnegie unit supplied by April 1, 2009. Instructional Technology Specialist, Andy Johnson is responsible for monitoring and providing the documentation for this strategy and program
An incentive program will be implemented to reward those students showing academic achievement.	Media Specialist/Kim Blackmon	Aug 11, 2008	A description of the incentive program will be described in a formal brochure. Incentives will be given to students for academic achievement at least nine times by April 1, 2009. A log of all incentives given to students will be recorded. This documentation will be provided by the Media Specialist, Kim Blackmon, by April 1, 2009.
FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation Student Achievement Focused Goal			
Focused Goal 3: The Class of 2009 graduation rate will increase from 61.9% to at least 71.9%. This graduation rate will be projected by April 1, 2009 by comparing the current potential four year graduates with the 2005-2006 9GR File by using the state graduation formula. <i>(The desired result is student achievement. The goals must be academic goals related to the school report card.)</i>			
Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)

Students who do not obtain a Carnegie unit for a particular subject after meeting the state attendance requirement will be required to participate in a rigorous course recovery program to gain a Carnegie unit needed for graduation.	Instructional Technology Specialist/Andy Johnson	Aug 11, 2008	A listing of student MAP scores before and after participation in remediation classes. A list of MAP scores will be generated from Fall 2008 testing and Spring 2009 testing. Teachers will use the data from the Fall 2008 testing to plan and implement instructional practices that are Standards based. The data from Fall 2008 testing will be used to compare the data from Spring 2009 testing to determine academic growth of the students. Standards based lesson plans reflecting continuity and appropriate assessments for English I and Math Tech 1 courses will be checked weekly by the principal and/or assistant principal (Worth Thomasson & Mike Garity).
Summer school classes will be offered on site for initial credit.	Guidance/Vincent Smith	July 31, 2008	All students gaining a Carnegie unit will be recorded by guidance. A percent of students moving up one grade level will be recorded by the Guidance Department (Vincent Smith) by April 1, 2009.
An incentive program will be implemented to reward those students showing academic achievement.	Media Specialist/Kim Blackmon	Aug 11, 2008	A description of the incentive program will be described in a formal brochure. Incentives will be given to students for academic achievement at least nine times by April 1, 2009. A log of all incentives given to students will be recorded. This documentation will be provided by the Media Specialist, Kim Blackmon, by April 1, 2009.
Increase the number of elective courses that students can obtain to meet graduation requirements.	Guidance/Vincent Smith	Aug 11, 2008	A roster of students enrolled in new elective courses will be provided by the guidance department (Vincent Smith) by April 1, 2009.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: By April 1, 2009, 66% of the below basic students entering the ninth grade for the first time and enrolled in courses requiring EOC exams will pass the EOC USATEST Prep assessment for the subject in which they are enrolled. (The EOC USATEST Prep assessment is aligned to the South Carolina EOC subject area standards)

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Students classified as Below Basic in math and/or English in the 8th grade will be placed in math and/ or English remediation classes during their freshman year and placed in physical science class during the second year.	Principal/Worth Thomasson Asst. Principal/Mike Garity	Aug 11, 2008	A listing of student USATEST prep scores before and after participation in remediation classes will be provided by the Asst. Principal (Mike Garity) by April 1, 2009. Teachers will use the data from the initial USATEST prep scores to plan and implement instructional practices that are standards based. The initial scores will be compared with the after participation scores for measure of academic progress of the students. Standards based lesson plans reflecting continuity and appropriate assessments for English I and Math Tech 1 courses checked weekly by the principal and/or assistant principal (Worth Thomasson & Mike Garity).
Freshman students will have mentors from the senior class to assist them with transitional process from middle school to high school.	Principal/Worth Thomasson Asst. Principal/Mike Garity	Aug 12	Students will meet with the mentor at the beginning of the school year and through the year at least six times, by April 1, 2009, to discuss academic issues, appropriate behavior, school clubs and organizations, sports, and student discipline handbook. A record of meetings and students participation will be kept on file. Andy Johnson will be responsible for documentation.
Hire an assistant principal to ensure successful transition of students from middle school to high school	Principal/Worth Thomasson	Aug 12	Mr. Johnson, the ninth grade principal, will work with the guidance counselor to keep abreast of students' academic progress and behavior. Students

<p>with monitoring of all freshman students' academic progress.</p>	<p>Asst. Principal/Mike Garity</p>		<p>with failing grades on interim reports and report cards or misconduct issues will meet with Mr. Johnson and the guidance counselor to work on an improvement plan with the students and their parents. Andy Johnson will be responsible for documentation.</p>
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, the principal of North Central High School will provide effective instructional support and successful implementation of the FSRP as measured by:

- **Increasing the first-time HSAP passage rate by 10 percentage points in 2009 by increasing student MAP scores to the equivalency level of passing HSAP by April 1, 2009. (MATH MAP RIT scores to 223, and increasing Language Usage and Reading RIT scores to 210)**
- **Increasing our HSAP longitudinal passage rate by 8 percentage points in 2009 by increasing their MAP RIT scores to 223 in Math and increasing Language Usage and Reading RIT scores to 210 by April 1, 2009.**

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
NWEA MAP Training for all teachers.	Principal/Worth Thomasson Director of Professional Development/Dr . John Gardner	Sept 3, 2008	Teachers will receive MAP Training to help them interpret and disaggregate data from MAP testing of the students. They will generate and use disaggregated data reports to help plan and implement instructional practices to increase student achievement in all content areas with special focus on ELA (reading) and math. Teachers who do not teach ELA (reading) and math will use the data to gain a better understanding of knowledge and academic skills of their student. This data will help this group of teachers plan and implement instructional practices to enhance the learning of students. The principal (Worth Thomasson) will provide a recorded roster of all teachers attending training by September, 3 2008. Disaggregated data reports from each teacher will be provided by the principal (Worth Thomasson)

			April 1, 2009. The principal (Worth Thomasson) will provide a recorded roster of all teachers attending training by September, 3 2008. Disaggregated data reports from each teacher will be provided by the principal (Worth Thomasson) April 1, 2009
Teachers of remedial classes will use disaggregated data to form flexible groups to individualize instruction.	Principal/Worth Thomasson Asst. Principal/Mike Garity Head of Curriculum Departments/Please provide names	Sept 24, 2008	The Principal (Worth Thomasson) will provide each teacher with RIT band scores for each of their classes after Fall 2008 and Spring2009 MAP testing. A copy of this documentation will be provided by the principal (Worth Thomasson) on April 1, 2009. Teacher lesson plans will reflect flexible groups for individualize instruction. Lesson plans will be checked for implementation of differentiated instructional practices. Mr. Thomasson and Mr. Garity will check these lesson plans weekly and provide immediate feedback.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009 the principal of North Central High School will create professional learning teams with 100% of the professional staff, to evaluate and monitor the progress of the FSRP as measured by the successful implementation of the following FSRP goals:

- The Class of 2009 graduation rate will increase from 61.9% to at least 71.9%. This graduation rate will be projected by April 1, 2009 by comparing the current potential four year graduates with the 2005-2006 9GR File by using the state graduation formula.
- By April 1, 2009 66% of the below basic students entering the ninth grade for the first time and enrolled in courses requiring EOC exams will pass the EOC USATEST Prep assessment for the subject in which they are enrolled. (The EOC USATEST Prep assessment is aligned to the South Carolina EOC subject area standards)

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Focus groups will meet with the principal monthly to review the FSRP. (All professional staff will be a member of a focus group)	Principal/ Worth Thomasson Teachers	Sept. 2008	<ul style="list-style-type: none">• Monthly all school administrators and all professional staff will examine and disaggregate school data (MAP, EOC scores, HSAP, Report Cards)• Attendance sheets, meeting minutes, and data analysis reports will be supplied by the principal (Worth Thomasson) by April 1, 2009.
Principal will meet monthly with guidance counselors to check on student's progress in catching up with on time graduation.	Principal/ Worth Thomasson	Aug 12	<ul style="list-style-type: none">• The principal will check monthly on students' progress toward catching up with on time graduation. The principal will hold an initial meeting with each student to explain their individual plan for catching up. The principal and guidance counselor will meet individually with students with failing grades on interim reports and report cards. A follow-up

			improvement plan with feedback for these students and their parents will be used to monitor and assist the students will the necessary assistance. (Worth Thomasson)
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: In order to support student achievement, the School District instructional staff will provide technical assistance by conducting at least 3 classroom observations each month and will provide monthly written feedback. All feedback will be provided before April 1, 2009 as measured by the successful implantation of the following FSRP goals:

- **Increasing the first-time HSAP passage rate by 10 percentage points in 2009 by increasing student MAP scores to the equivalency level of passing HSAP by April 1, 2009. (MATH MAP RIT scores to 223, and increasing Language Usage and Reading RIT scores to 210)**
- **By April 1, 2009 66% of the below basic students entering the ninth grade for the first time and enrolled in courses requiring EOC exams will pass the EOC USATEST Prep assessment for the subject in which they are enrolled. . (The EOC USATEST Prep assessment is aligned to the South Carolina EOC subject area standards)**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
School District instructional staff will conduct walk-throughs monthly and provide monthly written feedback to Mr. Thomasson and to the instructional staff.	Asst. Superintendent of Instruction/Dr. Agnes Slayman Instructional Directors	Sept 2, 2008	<ul style="list-style-type: none"> • All teacher observations for successful instructional practices (differentiated instruction, student engagement) will be conducted and documented monthly by the Assistant Superintendent of Instruction (Dr. Agnes Slayman) and Instructional Department Directors (John Stiver, Dr. John Gardner). • Teachers that receive observational feedback for improvement will complete and implement an improvement plan.
School District instructional staff will meet with school administration quarterly to review progress of FSRP.	Superintendent / Dr. Frank Morgan	August 4, 2008	<ul style="list-style-type: none"> • A plan of work, a log of all meetings, and a listing of all attendees will be provided by the Asst. Superintendent of Instruction (Dr. Agnes

	Asst. Superintendent / Dr. Agnes Slayman Instructional Directors		Slayman) quarterly.
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009 The Kershaw County School District Office of Professional Development will provide 100% of professional staff members and administrators with professional development targeted to the FSRP as measured by successful implementation of the following FSRP goals:

- **Increasing the first-time HSAP passage rate by 10 percentage points in 2009 by increasing student MAP scores to the equivalency level of passing HSAP by April 1, 2009. (MATH MAP RIT scores to 223, and increasing Language Usage and Reading RIT scores to 210)**
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- **By April 1, 2009 66% of the below basic students entering the ninth grade for the first time and enrolled in courses requiring EOC exams will pass the EOC USATEST Prep assessment for the subject in which they are enrolled. (The EOC USATEST Prep assessment is aligned to the South Carolina EOC subject area standards)**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
All professional staff members will attend "Teacher University" workshops or previous designed professional development on staff development days.	Director of Professional Development /Dr. John Gardner	August 11, 2008	<ul style="list-style-type: none"> • A monthly log of professional development received by professional staff members will be provided by the Director of Professional Development (Dr. John Gardner) by April 1, 2009. • A calendar of professional development offerings for the 2008-2009 will be provided by the Director of Professional Development (Dr. John Gardner) by August 4, 2008.
All administrators will attend summer leadership training to help achieve FSRP goals with monthly follow up sessions with	Director of Professional Development	July 28, 2008	<ul style="list-style-type: none"> • An agenda of the summer leadership training will be provided by the Director of Professional Development (Dr. John Gardner)

district administration throughout the year.	/Dr. John Gardner		by August 4, 2008. <ul style="list-style-type: none"> Monthly administrative meeting minutes will be recorded by Dr. John Gardner.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Measures of Academic Progress (**MAP**) - a test measuring the academic progress of students in specific content areas.

High School Assessment Program (**HSAP**) –South Carolina measurement of basic skills needed to graduate from high school.

Credit Recovery – a comprehensive online curriculum to recover a Carnegie Unit.

Rausch Unit (**RIT**) – a measurement scale used to simplify the interpretation of test scores.

Palmetto Achievement Challenge Test (**PACT**) – a test measuring basic skills elementary and middle school students.

Adequate Yearly Progress (**AYP**) – a measure of year-to-year student achievement on statewide assessments.

Teacher University- A series of workshops showcasing best teaching practices

Professional Staff- person employed with a certified certificate from the S.C. State Department of Education (teachers, counselors, administrators, PACE teachers, FACE teachers).

USATEST Prep- An independent assessment correlated to the South Carolina End of Course Exams.

Differentiated Instruction-instructional practice designed to meet the needs of a diverse population of students.

Plan of Improvement-a plan to maximize instructional practices that will lead to increased student achievement.